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ABSTRACT

A revision of the 1979 publication, this document presents the educational objectives and course descriptions of the social studies program for grades K-8 of the Montgomery County Public Schools, Rockville, Maryland. The document begins by outlining the social studies themes and units for each grade level, by describing the program and its relationship to other curriculum areas, and by listing career education instructional objectives in social studies. For each grade level, an overview is presented of the social studies program and a listing of educational objectives for unit themes. The program is designed around a sequence on "expanding horizons." This design begins with the student's immediate environment and expands into the community, state, nation, and world, developing a global perspective. The program provides activities which help learners to develop the knowledge, attitudes, and skills necessary for effective citizenship in a democratic society. Through the integration of content and attitudinal and skill objectives, the program shows the interrelationships among the physical, cultural, and global environments in which people live. (RM)

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PROGRAM OF STUDIES

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SOCIAL STUDIES, K-8

REVISED

SP 015 018

Montgomery County Public Schools
Rockville, Maryland
1983

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Rockville, Maryland

The Goals of Education

Adopted by the Board of Education — February 12, 1973

The goals of education for the Montgomery County Public Schools are set forth in this statement of public policy to guide the school system in developing, implementing, and improving educational programs for its students. This statement outlines those goals considered by the citizens of the county as most important for the education of their children in public schools and for which the citizens will hold the school system responsible and accountable.

The school system has the primary responsibility for some of these goals. For others, it shares that responsibility with the home and other community institutions.

The extent to which these goals can be realized will depend upon the endorsement by and continuing commitment of the school system staff, students, parents, and the community. With broad endorsement and wide support, the Montgomery County Public Schools will continue its development to serve its students and community in the most effective way possible.

Education is a process that encompasses the total experiences of each individual throughout a lifetime of formal and informal learning. The school program, as a keystone in this process, should provide opportunities and encouragement for students to acquire knowledge, to explore ideas, to ask questions, and to seek answers that will lead to sound and useful conclusions.

The probability of success motivates students to learn. Each school must create a program and maintain a climate in which every student has opportunities for success. Each individual is unique, and the school shall encourage that uniqueness. The school should help the student understand his[/her] values and the values of others.

The school program, while developing the skills of learning, should be based on the study of broad human concerns, flexible enough to deal with changing concerns and at the same time related to the needs, interests, and concerns of each student. The program should offer opportunities for decision-making. It should help the student develop a capacity to learn throughout his[/her] lifetime, to respond to and understand other human beings, and to accept full responsibility for the results of his[/her] actions.

Therefore, the Montgomery County Public Schools dedicates itself to provide the opportunity, encouragement, and guidance to make it possible for every child to attain the following goals of education:

Academic Skills

The fundamental responsibility of the school is to develop programs that enable each child to acquire those skills basic to all learning. The achievement of all other goals depends upon the success of the school in ensuring that each student, according to his[/her] own abilities, attains the following basic skills:

- **Reading:** The ability to read and comprehend written material and relate it to other knowledge
- **Composition:** The ability to write with precision, clarity, and acceptable usage, whether to inform, inspire, or persuade
- **Listening and Speaking:** The ability to listen attentively and with understanding and to speak with confidence and effectiveness, whether from written material or extemporaneously
- **Mathematics:** The ability to perform computations, to solve common problems of mathematics and logic, and to understand the structure of mathematics so it can be a useful tool in daily living
- **Study:** The development of basic study skills so that he[/she] may acquire knowledge efficiently
- **The Arts:** The development of some of the basic disciplines and skills in the performing and creative arts that may be used throughout his[/her] life for communication, expression, and enjoyment
- **Observation:** The ability to identify and differentiate elements of the world around him[/her] as they are useful in personal, academic, and artistic pursuits.

Physical Development

Each person matures physically at a different rate and possesses differing capabilities. The school has the obligation to help each student:

- understand the biological functioning of his[/her] body
- make the best both of physical talents and limitations
- develop good health habits, skills, and interests to maintain his[/her] body in optimum condition throughout his[/her] lifetime

Intellectual Development

In addition to acquiring academic skills, each individual should develop his[/her] intellectual capabilities to the fullest extent possible. Therefore, the school will encourage each pupil:

- to think creatively
- to reason logically
- to apply knowledge usefully
- to deal with abstract concepts
- to solve problems

The Individual and Society

Every person must learn to live in a society. The school must help each student develop an understanding of people and of how the individual depends upon others and they on him[/her]. This requires that each student gain:

• knowledge of himself[/herself] and the characteristics, needs, and desires he[/she] shares with others
• sensitivity to others and their ideas, and the ability to act responsibly in various situations
• the ability to function productively as a member of a group
• familiarity with the legal, moral, ethical, and cultural heritages of his[/her] and other societies
• knowledge of the various political systems and philosophies of the world

Scientific Understanding

[We] must exist in the natural world. The school must help each student understand nature's impact on [us] and [our] impact on nature. This requires that each student gain:
• knowledge of natural phenomena and their effect on [people]
• understanding of scientific advances and their part in modern technology
• understanding of the scientific method
• appreciation of the ways in which the application of scientific principles can improve the quality of life while preserving the natural order

Aesthetic Expression

[We], to realize [our] full potential, must be able to sense and appreciate beauty in the world around [us], whether created by nature or by [people]. The school must help each student gain:
• knowledge of the nature of the creative and performing arts
• experience with a wide variety of art forms
• a perspective for developing his[/her] own aesthetic criteria and tastes
• understanding of the contribution of the arts to human communication

Career Development

Productive and satisfying work enriches our lives; and with increasing leisure time, many people will use various occupational skills for avocational purposes as well. The school must help each student gain:
• knowledge and appreciation of the wide variety and interrelationships of occupations in modern society
• opportunities to explore potential occupations in relation to personal aptitudes and interests, unrestricted by stereotypes of sex, race, or socio-economic level
• the knowledge, skills, and abilities that will enable him[/her] to secure satisfying employment, embark upon further training and education in a chosen career field, and adapt occupational talents to changing job demands and opportunities

Commitments

The Board of Education and the staff of the Montgomery County Public Schools must create and maintain an educational environment that promotes the attainment of these goals by all students. Toward this end, therefore, the public schools make the following commitments to the citizens of Montgomery County:

• *To attract and retain the most qualified and best trained staff possible through dynamic programs of recruitment, supervision, and continuing in-service training and staff development opportunities*
• *To develop and implement a comprehensive and flexible instructional program to achieve the aforementioned goals and to provide the facilities, materials, and equipment needed to enhance the effectiveness of the program*
• *To evaluate the effectiveness of the instructional program continuously, and regularly report the findings to students, parents, staff, and the community*
• *To adopt new and different approaches when it is determined that they will contribute more effectively to the fulfillment of the goals*
• *To encourage a continuing dialogue with the entire community, making every effort to communicate needs and achievements, and to be responsive to the needs and aspirations of the school community*
• *To utilize facilities and staff, in cooperation with other agencies, in the development of preschool, community school, and adult education programs that will meet the continuing educational needs of all citizens*
• *To provide an accountability procedure for informing county citizens of the objectives and costs of their school system and of reporting periodically on the educational investments made with their tax dollars.*

Social Studies Program, Grades K-8

Point of View

Social studies as a field of inquiry is the creation of historians, social scientists, and educators. It is, however, equally the product of many diverse cultural forces; and it has functioned as a mirror of society. The following definition for social studies has been used as a basis for the social studies program in Grades K-8:

- Social studies is an integration of experiences and knowledge about human relationships derived from history and the social sciences and identified for the purpose of citizenship education.

Citizenship education is defined as activities that help students (a) develop an appreciation for the democratic process by engaging in it; (b) become aware of the struggles, shortcomings, and successes that Americans have experienced in making democracy a reality; and (c) recognize and resolve critical issues and problems.

Five assumptions implicit in this stated definition of social studies serve as the rationale for the K-8 program:

- The social studies program should provide instruction which will help students develop a broadly defined concept of citizenship. The purpose of social studies instruction is to provide activities which help learners to develop knowledge, attitudes, and skills necessary for the practice of effective citizenship.
- History and the social sciences are the fields of learning from which the social studies objectives are derived. Appreciation for these fields of inquiry is a desirable outcome.
- Experience is an important part of the social studies curriculum and should be integrated with scholarly knowledge rather than being separated from it.
- The foundations of democratic societies are based upon just relationships between individuals and institutions. All individuals should be given decision-making opportunities to establish just relationships in both their local milieu and the broader democratic society. Respect for different beliefs and ideas, respect for accuracy of information, and the ability to suspend judgment and think critically will enhance these relationships.
- The area of human relationships provides a major organizational criterion for the selection of content and skills which will reflect MCPS's commitment to multiethnic education and a nonsexist presentation of the curriculum.

The MCPS social studies program, K-8, is designed around a sequence on "expanding horizons." This design begins with the student's immediate environment and expands into the community, state, nation, and the world, developing a global perspective. The program provides activities which help learners to develop the knowledge, attitudes, and skills necessary for effective citizenship in our democratic society. Through the integration of content, attitudinal, and skill objectives, the program shows the interrelationships among the physical, cultural, and global environments in which people live. The structure of the program encourages various approaches/strategies which allow for differentiated instruction.

The social studies K-8 program is described in nine separate instructional guides that correspond to grade levels. Each guide is organized into units which support the central grade level theme, identifying the required overall topic of study for that grade level. Each theme corresponds to a grade level. A unit focuses study upon one aspect of the grade level theme. It contains instructional and performance objectives, suggested activities, informal classroom assessments, and resources. There may be three or four units to support a particular theme. Below are the themes and units for each level:

Grade	Theme	Unit
K	About and Around Me	About Me About School About Families
1	People	People Need Food. People Need Clothing. People Need Shelter. Producers and Consumers
2	Communities, Local and National	Our Community Many Kinds of Communities Many Communities — One Nation
3	Communities Around the World	Natural Regions Around the World People in Communities Around the World

Grade	Theme	Unit
4	Maryland	A History of Maryland A Metropolitan Study: The Washington Metropolitan Area Maryland Today
5	United States Studies	Opening a New World Thirteen Colonies Become a Nation. Westward Movement
6	World Studies	Ancient Mediterranean Civilizations: Egypt, Greece, and Rome Africa
7	World Studies	Europe USSR Asia
8	World Studies	Pre-Columbian America Latin America Native Americans Canada and the United States

By its very nature, the content of social studies is subject to change and reinterpretation. Discoveries and technological changes require continual modifications of content and classroom instruction. Teachers should use current events as a vital and continuous part of the social studies program. Current events serve as a vehicle to view change, to relate the past to the present, and to hypothesize about the future; and they serve as a vehicle for understanding and interacting with the complexities of modern society.

Description of Program

The social studies program employs an interdisciplinary approach which combines concepts from history, geography, and the other social sciences. The concepts appear as objectives, serving as organizers for the instruction. Instructional objectives are general statements of what the student should attain. These objectives are included in MCPS curriculum guides appropriate to the subject offering, grade, or age level and represent the purposes of instruction appropriate for all students.

Traditionally, social studies has been viewed as the curricular area which has the major responsibility for developing those attitudes and understandings of social, economic, and political institutions that will foster a democratic way of life. In addition, a strong social studies program can help develop positive attitudes toward justice, human dignity, equal opportunity, and pluralism. Positive attitudes toward human dignity include appreciation for the work ethic, pride in success, and striving for success in work.

A factual knowledge and understanding of our past and present is essential to making decisions about our future. The social studies program identifies skills in time and chronology, map and globe use, and problem solving in order to deal with new situations and problems. Thus, a student will be able to select an appropriate technique or skill and apply the data not only to social studies content but also to everyday situations.

As stated, the purpose of social studies instruction is to provide activities which help learners to develop knowledge, attitudes, and skills necessary for the practice of effective citizenship. Throughout each grade level there are objectives which require students to think critically. It is the intent of the instructional and performance objectives and the questioning strategies and activities included in the instructional guides to have students use higher levels of thinking skills. The objectives require students to perform tasks using critical thinking skills as early as kindergarten and first grade. At these levels, for example, students "differentiate between," "give reasons for," "identify factors which influence," and "compare and contrast." By Grades 3 and 4, students are asked to "predict the effects of," "give geographical reasons why," and "identify reasons for." Examples for Grades 5-8 include "examine reasons for," "identify strengths and weaknesses," "analyze relationships," "assess the effect of," and "predict future. . . ."

The activities in the social studies instructional guides serve as vehicles for the application of basic skills. The use of reading and language arts skills is essential for the study of the content for social studies. The student is required to apply the skills necessary in understanding word meanings; to utilize the skills necessary for effective use of a textbook; and to interpret, analyze, and synthesize information as well as to evaluate print and nonprint materials. In

addition, the instructional program utilizes library media skills in the understanding and application of knowledge. There are many activities that require students to do research, using such skills as locating information, taking notes, and organizing data. Sources used to research topics as well as those used in daily instruction should include the newspaper, TV, and radio along with other print and nonprint materials. Students present their findings orally and in writing.

Each social studies unit has activities on time and chronology, map and globe skills, and problem solving integrated where appropriate. Specific instructional objectives have been written for map and globe use and time and chronology.

General Information

Relationships to Other Programs

Social studies program activities serve as a vehicle for the application of basic skills in reading/language arts and mathematics. Through activities related to social studies, the teacher also provides opportunities for students to integrate science, career education, Project Basic competencies, and health-related materials.

Reading/Language Arts and Social Studies, K-8

The reading/listening objectives in narration and exposition can be taught in conjunction with the instructional objectives of the K-8 social studies program. The reading/listening objectives are intended to help the student read the basic forms of discourse through which information about social studies is conveyed in textbooks, tradebooks, journals, and laboratory reports. Reading/language arts units in narration and exposition were developed using social studies grade level themes. (See *Program of Studies, English/Language Arts, K-8, Part I: Reading and Listening*, for grade level objectives.)

Mathematics and Social Studies, K-8

Skills activities that are common to mathematics and social studies are included in the social studies instructional guides at appropriate grade levels. These activities supplement and reinforce the use of mathematics skills while developing social studies concepts.

Science and Social Studies, K-8

The K-8 science program teaches students about their environment through observations and interpretation. Topics common to science and social studies are included in the social studies instructional guides at appropriate grade levels. These topics include food, shelter, environmental factors, simple machines, and technology.

Library Media Research and Communication Skills

The use of media research and communication skills is vital to the instructional program. The K-8 social studies program utilizes media skills as vehicles to acquiring and applying knowledge. Activities in the instructional guides allow students to practice and use:

- skills needed to locate resources
- skills needed to find information within selected resources
- skills needed to communicate and present ideas in both audio and visual formats (See MCPS Instructional Objectives for Information Retrieval and Media Production, 1978.)

Project Basic and Social Studies, K-8

Through Project Basic, the Maryland State Board of Education has established objectives in the areas of Basic Skills and Life Skills. Basic Skills are in reading, mathematics, and writing; Life Skills are in citizenship, survival, work, and arts/physical education. The objectives of the Basic Skills subjects and those of citizenship, survival, and work were included in the curriculum of every Maryland public school beginning with the 1981-82 school year. Objectives in the area of arts/physical education must be included beginning with the 1983-84 school year.

The competency-based aspect of Project Basic requires that every student, in order to obtain a high school diploma, demonstrate competency by examination in each of the Basic Skills and in the areas of citizenship and survival. Maryland educational bylaw has already established the Maryland Functional Reading Test as a reading requirement for all nonhandicapped students graduating in June 1982 and thereafter. See *Project Basic for Everyone: Implementation Guidelines for Handicapped Students* for requirements for handicapped students. Other bylaws will establish the graduation competency requirements in the remaining areas.

Most of the Project Basic competencies have been a part of the MCPS curriculum. However, it is now additionally

important to ensure that the MCPS curriculum provide opportunities for all students to develop and demonstrate all of the Project Basic competencies. Each of the required subject areas contributes in a specified manner to this total effort. The social studies program, K-8, contributes in many ways; but most specifically, it provides instruction in the Project Basic objectives listed below at the grade level in which they are most directly addressed. The Project Basic objective number in parentheses permits location of the objective in the state's Declared Competencies Index and Project Basic instruction guides.

Kindergarten	*Survival* Give examples of how an individual's personal behavior affects the behavior of others. (2.5.1.9)
Grade 2	*World of Work* Identify employers and job opportunities in the local and surrounding communities. (4.3.1.7)
Grade 4	*World of Work* Identify the skills, knowledge, and training required for major occupational categories. (4.1.1.14)
Grade 7	*World of Work* Identify the advantages that individuals can derive from work. (4.1.1.1)
Grade 8	*World of Work* Identify ways to enter the world of work. (4.1.1.9)
	Identify educational opportunities available in selected careers. (4.4.1.6)
	Identify the skills, knowledge, and training required for major occupational categories. (4.1.1.14)

Career Education and Social Studies K-8

Career education is a continuing educational process used by school and community to provide and assist all individuals with opportunities to *develop self- and career awareness; explore a variety of career options; and choose and prepare for appropriate, satisfying, and potentially changing careers.*

Infusing career education objectives into the social studies instruction as designated is the responsibility of every teacher. The materials have been developed cooperatively by social studies and career education staff to help teachers facilitate this infusion into the K-8 social studies curriculum. The objectives appear in each curriculum guide as appropriate.

Career Education Instructional Objectives in Social Studies

Kindergarten

Show evidence of self-understanding.

Examine interests, abilities, and values.

Demonstrate how satisfaction can be derived from a product one makes or a service one provides.

Analyze how work contributes to social needs.

Examine occupations within the school and the local community through observations of individuals in careers that relate to identified interests.

First Grade

Determine occupations that fulfill personal and social needs.

Second Grade

Describe ways in which society depends on unique characteristics of individuals.

*Determine jobs necessary to maintain a community.

Determine sources of stereotyping.

Third Grade

Examine interests, abilities, and values.

Fourth Grade

Determine that individuals have unique characteristics.

Describe ways in which society depends on unique characteristics of individuals.

Determine factors which influence career options.

Determine jobs necessary to maintain a community.

*Analyze the skills required for certain jobs.

Demonstrate a knowledge of employment trends.

Identify some jobs available today that may not be available in the future.

Describe how work can influence a person's feeling about himself/herself.

Analyze how work contributes to social needs.

Determine sources of stereotyping.

Fifth Grade

Show evidence of self-understanding.

Describe social forces that have influenced the labor force.

Sixth Grade

Define different work value systems and contrast these with a personal work value system.

Demonstrate how satisfaction can be derived from a product one makes or a service one provides.

Identify some jobs available today that may not be available in the future.

Seventh Grade

Define different work value systems and contrast these with a personal work value system.

Determine jobs necessary to maintain a community.

*Describe how work can influence a person's feeling about himself/herself.

Analyze how work contributes to social needs.

Evaluate how a career choice can affect life style.

Determine that changing job characteristics may require retraining.

Eighth Grade

Describe ways in which society depends on unique characteristics of individuals.

Define different work value systems and contrast these with a personal work value system.

Analyze the skills required for certain jobs.

*Analyze why retraining may be necessary at different intervals in one's career.

Identify some jobs available today that may not be available in the future.

Determine occupations that fulfill personal and social needs.

*Relate education and training to employability.

Determine that changing job characteristics may require retraining.

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*This objective is paired with a closely related Project Basic "World of Work" objective.

MCPS Instructional Guides and Related Materials

Instructional guides and related teacher support materials are revised periodically. Instructional guides may be obtained from the Division of Supply Management. Related materials may be obtained from the subject coordinator.

Instructional Guides

Grade	Title
K	About and Around Me
1	People
2	Communities, Local and National
3	Communities Around the World
4	Maryland
5	United States Studies
6	World Studies: Ancient Mediterranean Civilizations and Africa
7	World Studies: Europe, Soviet Union, and Asia
8	World Studies: Pre-Columbian America, Latin America, Native Americans, and Canada and United States

Related Materials

Rationale for Social Studies

Delineation of Objectives by Grade Levels

Annotated Bibliographies, K-8

Map and Globe Continuum Chart and Manual

Approved textbooks for the social studies program are listed in the *MCPS Elementary Textbook List* and *Secondary Textbook List.* Approved films are listed in the MCPS Film Catalog.

Project Basic Instructional Guide: Volume II — Survival Skills. MSDE, 1980. Social Studies K-8. *Project Basic Instructional Guide: Volume IV — World of Work.* MSDE, 1980. Social Studies K-8.

Instructional Objectives By Grade Level

Kindergarten
Theme: About and Around Me

Overview

The social studies program for kindergarten is designed to complement the total program at that grade level. The units focus on the child's immediate environment and lay the foundation for the sequence on "expanding horizons" for social studies K-8. The program is organized around three central units: About Me, About School, and About Families.

The program establishes some practices fundamental to good citizenship such as assuming personal responsibility and working together in groups. Good human relations skills are emphasized by having students look at the uniqueness of all people, the similarities among people, and the individual abilities present in all people.

Some of the elementary social science concepts introduced are climate, seasons, environment, and family. These concepts are established at the child's level. Students study the individual; people in groups; and the concept of change as it applies to individuals, families, and the environment. Map and globe skills are introduced and integrated with the content in the instructional guide.

For organizational purposes, Unit 1 (About Me), Unit 2 (About School), and Unit 3 (About Families) were written as three separate entities. However, much of what is taught on the kindergarten level is interrelated. Overlapping of objectives is inevitable when dealing with the student as a whole. A schematic diagram which appears in the instructional guide has been developed to show the interrelationship of objectives.

Units

Unit 1. About Me

Upon completion of the unit About Me, the child should be able to:

- explain what makes individuals unique
- recognize similarities between himself/herself and others
- identify ways in which people change over time
- assume personal responsibility for himself/herself and others
- identify the ways in which one learns
- indicate ways in which climate affects people

Unit 2. About School

Upon completion of the unit About School, the child should be able to:

- describe the physical environment of the school
- describe the different jobs essential to school operation
- demonstrate responsibility for the school environment
- identify practices which promote the health and safety of himself/herself and others
- give examples of how an individual's personal behavior affects the behavior of others (2.5.1.9)*

Unit 3. About Families

Upon completion of the unit About Families, the child should be able to:

- describe characteristics of family groups
- identify ways in which members of families satisfy their needs
- describe ways that family members work within/outside the home
- understand how people in families can conserve energy

Map and Globe Skills Objectives

By the end of kindergarten, the child should be able to perform the following minimal skills:

Location

- demonstrate the meaning of *here* and *there*
- demonstrate the meaning of *over* and *under*

*Project Basic Objective

- demonstrate the meaning of *above* and *below*
- demonstrate the meaning of *forward* and *backward*
- demonstrate the meaning of *toward* and *away from*
- orient himself/herself in relation to the environment

Representation

- recognize objects which represent ideas in the immediate environment
- demonstrate that pictures or symbols can represent real objects
- recognize that color may be a symbol of water

Spatial Relations

- demonstrate the meaning of *up* and *down*
- demonstrate the meaning of *high* and *low*
- demonstrate the meaning of *near* and *far*
- categorize places in the school environment that illustrate the meaning of *up* and *down, high* and *low, near* and *far*

Time and Chronology Skills and Objectives

By the end of Kindergarten, each child should be able to perform the following minimal skills:

- compare and order by time (before, after, earlier, later)
- identify the correct hour on a clock
- name days of the week in order
- illustrate a sequence of personal experiences
- indicate sequence and chronological order by using ordinal terms (1st, 2nd, 3rd, 4th)

Reading and Critical Thinking Skills

See Kindergarten objectives: *Program of Studies* - Reading and English Language Arts K-8, Reading and Listening.

Library Media Skills

See Kindergarten objectives: Instructional Objectives for Information Retrieval and Media Production, 1978, pp. 3-5, 8, 10.

Grade 1
Theme: People

Overview

The first grade social studies program actively involves children in learning about human needs for food, clothing, and shelter and develops understanding of basic economic concepts. "People Need Food" introduces ways by which people of different cultures/national origins meet their need for food. Origins of foods, dietary customs, and availability of foods are the focal topics. Children are given first-hand experiences with a wide variety of foods.

"People Need Clothing" focuses on the impact of culture and environment on clothing needs. Selection of clothing is considered from the perspectives of appropriate dress for specific weather conditions, seasons of the year, and environmental conditions as well as national or traditional dress worn by members of different culture groups. Modern clothing production is explored and compared with that of the past. Emphasis is placed on the steps in the production process; and information is presented on the workers, tools, and machines utilized in the process.

"People Need Shelter" focuses on protection in the natural environment. Children trace the construction of shelters and explore how all shelters change the natural environment. Emphasis is placed on utilities as energy sources and on the need to conserve this energy for future use. Good health and safety are concepts introduced as a part of the maintenance of shelters.

The last unit, "Producers and Consumers," is organized around basic economic concepts. Goods and services and the choices people make to satisfy their needs and wants are expanded. Various mediums of exchange and the interdependent roles of buyers and sellers are explored. Focus is given to advertising and its impact on the decision-making process regarding the purchase of goods and services.

Opportunities are provided for direct learning experiences dealing with specialization and division of labor. Emphasis is given to the impact of technology on modern production and the environment.

Units

Unit 1. People Need Food

Upon completion of the unit People Need Food, the child should be able to:

- explain why people need nutritional food
- trace the production of food
- indicate how people obtain the food they need
- indicate how people of other cultures may have different methods of food selection and preparational traditions
- identify factors which influence food selection

Unit 2. People Need Clothing

Upon completion of the unit People Need Clothing, the child should be able to:

- recognize that people's use of clothing is influenced by culture and environment
- describe how clothing is produced
- indicate how people obtain clothing
- identify ways people can care for their clothing

Unit 3. People Need Shelter

Upon completion of the unit People Need Shelter, the child should be able to:

- recognize that people's use of shelter is influenced by culture and environment
- describe how shelters are constructed
- explain the use of utilities in shelters
- identify ways people can care for their shelters

Unit 4. Producers and Consumers

Upon completion of the unit Producers and Consumers, the child should be able to:

- identify factors which influence the choices people make when they buy goods and services
- describe ways in which people provide goods and services in order to obtain money
- explain how divisions of labor and specialization affect producers and consumers

- identify the uses of money
- indicate ways people may change their natural environment as they produce goods and services

Map and Globe Skills Objectives

By the end of Grade 1, the child should be able to perform the following minimal skills:

Location

- locate designated areas in the school environment
- demonstrate the meaning of the term *opposite*
- demonstrate the meaning of *right* and *left*
- explain with directional words how to get from one place to another in the school environment

Representation

- identify by symbol on a map certain designated areas in the school environment
- construct a simple map with appropriate symbols of the school environment

Spatial Relations

- demonstrate that *up* is away from the surface of the earth, and *down* is toward the surface of the earth
- demonstrate the meaning of *distance between two points*
- measure distance between two points using nonstandard units
- demonstrate that models represent real objects
- compare distance between points in the school environment
- compare several routes between two points in the school environment

Time and Chronology Skills and Objectives

By the end of Grade 1, each child should be able to perform the following minimal skills:

- read time notation to five-minute intervals
- identify day, week, month on calendar
- name the months in sequence
- identify dates or special events on a calendar

Reading and Critical Thinking Skills

See Level I objectives: *Program of Studies* — Reading and English Language Arts K-8, Reading and Listening.

Library Media Research Skills

See Grade 1 objectives: Instructional Objectives for Information Retrieval and Media Production, 1978, pp. 3-10.

Grade 2
Theme: Communities, Local and National

Overview

The second grade social studies program focuses on the characteristics of rural, suburban, and urban communities. These communities are seen as being dependent upon one another, thus creating a larger community — the United States. Emphasis is placed on the contributions made by people of various ethnic and cultural backgrounds as well as the rights and responsibilities of individuals within a community.

The introductory unit, "Our Community," defines the local community as a group of people living in a specified location, which may be urban, suburban, or rural. The community is seen as providing many goods and services; but at the same time, it is dependent on other communities for some of its needs. Development in transportation and communications is explored to show the benefits to individuals and to the community as a whole. Ways in which the local community pays tribute to the skills and contributions of its citizens are also highlighted.

"Many Kinds of Communities" emphasizes three distinct kinds of communities — urban, suburban, and rural. Students recognize their local community as one of these three kinds and compare it with the other two types of communities. Diversity of population, employment opportunities, and the uniqueness found in each community are examined in detail. The provision of goods and services and the linkage between communities by transportation and communication systems are studied.

"Many Communities — One Nation" focuses on the geographical, political, and cultural background of the nation. The United States is viewed as a large community composed of many urban, suburban, and rural communities, each having unique characteristics. The unit places emphasis on the democratic form of government based on individual freedoms and responsibilities; the diversity in ethnic and cultural backgrounds of the population; and ways in which the country, its people, and special events are honored and celebrated.

Units

Unit 1. Our Community

Upon completion of the unit Our Community, the student should be able to:

- describe the characteristics of our community
- identify our community workers and the goods and services they provide
- identify employers and job opportunities in the local and surrounding communities (4.3.1.7)*
- identify the forms of transportation and communication available in our community
- describe how our community is changing
- indicate ways in which people in the community honor people and their skills through special events

Unit 2. Many Kinds of Communities

Upon completion of the unit Many Kinds of Communities, the student should be able to:

- identify characteristics of urban communities
- identify characteristics of suburban communities
- identify characteristics of rural communities
- explain how transportation and communication link urban, suburban, and rural communities

Unit 3. Many Communities — One Nation

Upon completion of the unit Many Communities — One Nation, the student should be able to:

- describe the characteristics of our country
- identify the characteristics which make the United States a democratic nation
- recognize the United States as a home for people of various ethnic and cultural origins
- identify the significance of special days or weeks designated to honor our country, its people, and special events

*Project Basic Objective

Map and Globe Skills Objectives

By the end of Grade 2, the student should be able to perform the following minimal skills:

Location

- recognize landmarks in the immediate environment
- locate the North and South Poles on a globe
- indicate that north is toward the North Pole and south is toward the South Pole on a globe
- identify the cardinal directions
- identify the cardinal directions on a globe
- identify the cardinal directions on a map
- locate North America on a globe
- locate North America on a map
- locate the United States on a globe
- locate his/her home state on a United States map
- follow a route between two points, using cardinal directions
- describe a route between two points, using cardinal directions
- describe the location of his/her home state on a map of the United States, using cardinal directions

Representation

- show that the globe as a sphere is a symbolic representation of the earth
- locate land and water masses on a globe
- show that maps are symbolic representations of the earth
- locate land and water masses on a map
- compare a globe and a map as symbols of the earth

Spatial Relations

- measure the distance between a series of points, using nonstandard units
- measure the distance between two points on a map, using nonstandard units
- show high and low places on a raised relief model
- compare several routes to and from home

Time and Chronology Skills Objectives

By the end of Grade 2, each child should be able to perform the following minimal skills:

- state the relationships of day to week to month to year
- construct a time line of personal experiences
- construct a time line of historical events

Reading and Critical Thinking Skills

See Level 2 objectives: Program of Studies — Reading and English Language Arts K-8, Reading and Listening.

Library Media Research Skills

See Grade 2 objectives: Instructional Objectives for Information Retrieval and Media Production, 1978, pp. 3-10.

Grade 3
Theme: Communities Around the World

Overview

The third grade social studies is organized around the concepts of culture and community. Culture, one of the most important social studies concepts, is introduced and taught in a world setting. The concept of community, introduced in Grade 2, is extended to specific locations in the world.

Through comparative studies of selected world communities, students learn that all people have basic needs – human, social, and economic – which are met in a variety of ways. Students continue their exploration of the impact of the physical environment on the development of a particular society. Three communities studied in depth, in both the present and the past, illustrate simple and complex patterns of living in different physical environments.

"Natural Regions Around the World" deals with the natural regions of the world and the characteristics of each region. This curriculum is organized around a four-category regionalization of the earth: tundra, desert, grassland, and forest. It is very important for the teacher to help students understand the characteristics of these regions as well as alternative ways to separate the earth into regions.

Extensive work on map and globe skills should be pursued in the first unit, the objectives being met through a variety of map and globe activities. By linking skills to specific content objectives, teachers can help students learn to use map and globe skills to gather information. "People in Communities Around the World" provides strengthened understanding of other peoples and their traditions and aspirations. Illustrative units can provide many opportunities for students to study other cultures and value systems in order to broaden their understandings of the notions of justice, equal opportunity, human dignity, and pluralism. In addition, students have many opportunities to practice problem-solving and map and globe skills.

Unit 1. Natural Regions Around the World

Upon completion of the unit Natural Regions Around the World, the student should be able to:

- identify characteristics of each of the world's natural regions

Unit 2. People in Communities Around the World

Upon completion of the unit People in Communities Around the World, the student should be able to:

- identify the characteristics of selected communities
- indicate how the natural environment has influenced the way people meet their needs
- identify characteristics of family units in selected communities
- differentiate between contemporary and traditional patterns of living
- indicate how modern technology has changed the way people live
- compare ways by which people satisfy their needs
- identify ways in which communities have adopted ideas and technology from other communities

Map and Globe Skills Objectives

By the end of Grade 3, the student should be able to perform the following minimal skills:

Location

- locate the Equator on a globe
- locate the Equator on a world map
- identify Northern and Southern Hemispheres in relation to the Equator
- locate the Prime Meridian on a globe
- locate the Prime Meridian on a world map
- identify Eastern and Western Hemispheres in relation to the Prime Meridian
- determine the cardinal directions by using the North Arrow on a map
- identify the intermediate directions
- identify directions by using a compass rose
- identify the intermediate directions on a map
- compare places on a globe in relation to the North and South Poles
- distinguish the hemisphere in which places are located
- construct a compass rose using cardinal and intermediate directions
- orient a map, using a compass rose

- identify the directions from one place to another on a map, using cardinal and intermediate directions
- identify the directions from one place to another on a globe, using cardinal and intermediate directions

Representation

- identify the difference between natural and cultural features
- use symbols from Key/Legend to identify places on a map
- name and identify the continents and oceans on a globe
- name and identify the continents and oceans on a world map
- identify the symbols for political boundaries
- use political boundaries to identify specified locations on a map
- construct a key to explain a map
- distinguish between natural and cultural features on a map
- distinguish between the continents and oceans on a globe
- distinguish between the continents and oceans on a map
- compare the size and shape of selected areas on a globe
- compare the size and shape of selected areas on a map
- describe the earth based on information obtained from a globe
- compare the advantages and disadvantages of showing data on a globe and on a map

Spatial Relations

- show high and low elevations on a raised relief map
- explain verbal scale
- explain linear scale
- compare the distance between points on a map using nonstandard units

Time and Chronology Skills Objectives

By the end of Grade 3, the student should be able to perform the following minimal skills:

- read and write time abbreviations (a.m., p.m., hr., yr.)
- identify the months of the seasons of the year
- describe family histories in terms of generations

Reading and Critical Thinking Skills

See Level 3 objectives: *Program of Studies* — Reading and English Language Arts K-8, Reading and Listening.

Library Media Research Skills

See Grade 3 objectives: Instructional Objectives for Information Retrieval and Media Production, 1978, pp. 3-10.

Grade 4
Theme: Maryland

Overview

Maryland is the basic subject for social studies at Grade 4. There are three units: A History of Maryland; A Metropolitan Study: The Washington Metropolitan Area; and Maryland Today. The year's program is designed to provide students with a historical background, a geographic perspective, and the cultural characteristics of their state. The contributions to American life by Marylanders from a variety of ethnic and cultural backgrounds is a visible part of the study of Maryland.

"A History of Maryland" begins as students examine the lifestyle of the American Indians before the arrival of the European colonists. An analysis is made of the motives for colonization, the colonization process, and the characteristics of Maryland as a colony. The impact of the American Revolution on people living in Maryland is studied with emphasis on the events which illustrated the larger issues both before and during the war. The development of Maryland as a state is traced in terms of economic, social, and political aspects. The Civil War is examined through political issues. A survey of those economic and social changes which occurred in Maryland between 1850 and 1900 provides information concerning the influence of the roles and contributions of men and women from a variety of cultural, ethnic, and racial origins.

The second unit is a case study which focuses on the Washington Metropolitan Area. Initially, the general characteristics of a metropolitan area are explored. The features of the Washington, D. C., metropolitan area, and specifically Montgomery County, are examined and compared with those of another metropolitan area. The area is examined further in terms of work opportunities, availability of goods and services, and the variety of people living in the area and how they preserve their different ethnic and cultural heritages. The unit concludes with a comparative study of other metropolitan areas in the United States and the effects on these areas of advancements in technology.

"Maryland Today," the third unit, is organized around the geographic characteristics, environmental concerns, and the cultural heritage of Maryland's people. Emphasis is placed on the significant contributions that Maryland men and women representing a variety of cultural, ethnic, and racial origins are making in numerous fields of endeavor in Maryland today.

Units

Unit 1. A History of Maryland

Upon completion of the unit A History of Maryland, the student should be able to:

- describe how the Native Americans in Maryland lived prior to the arrival of the Europeans
- explain how Maryland was colonized
- describe various lifestyles in colonial Maryland
- trace the settlement of Maryland's western frontier
- describe how the War for Independence affected the people living in Maryland
- trace the history of Maryland as a state, emphasizing the political, social, and economic development of all groups of people from 1787 to 1850
- describe the roles played by the men and women of Maryland in the effort to abolish slavery
- indicate economic and social changes in Maryland which occurred between 1850 and 1900
- identify the roles and contributions of men and women representing a variety of cultural, ethnic, and racial origins

Unit 2. A Metropolitan Study: The Washington Metropolitan Area

Upon completion of the unit Metropolitan Study, the student should be able to:

- identify characteristics of a metropolitan area
- indicate kinds of work opportunities found in a metropolitan area
- identify the skills, knowledge, and training required for major occupational categories (4.1.1.14)*
- explain how people in the Washington metropolitan area obtain the goods and services they need and want
- describe the kinds of groups of people who live in the Washington metropolitan area
- describe the functions of the Montgomery County government
- compare and contrast different metropolitan areas in the United States
- identify ways in which metropolitan areas change

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*Project Basic Objective

Unit 3. Maryland Today

Upon completion of the unit Maryland Today, the student should be able to:

- describe important geographic features of Maryland and Montgomery County
- indicate how people in Maryland can protect the environmental quality of the state
- indicate how people in Maryland preserve their cultural heritage
- describe the roles and contributions of Maryland men and women who are making outstanding contributions today and who are representative of a variety of cultural, ethnic, and racial origins

Map and Globe Skills Objectives

By the end of Grade 4, the student should be able to perform the following minimal skills:

Location

- locate directions, using a compass
- use coordinates to locate places on a grid
- locate places, using a grid on a road map
- trace routes on a road map
- construct simple maps which are properly oriented as to direction
- orient a map, using a compass
- locate states bordering Maryland on a regional map

Representation

- identify different types of map symbols to show the same location
- identify landforms, bodies of water, and coastal features, using drawings or pictures
- identify landforms, bodies of water, and coastal features on a map
- identify the size of cities and towns, using Key/Legend
- use symbols to describe places on a road map
- describe an area, using the map symbols and keys
- distinguish between the various types of roads indicated on a road map
- compare landforms, bodies of water, and coastal features of a given area
- compare the size of cities and towns through the use of the key
- distinguish between the various symbols on a road map
- identify different types of political subdivisions on a regional map (e.g., nations, states, provinces, counties)

Spatial Relations

- measure distance on a map, using verbal scale
- measure distance on a map, using linear scale
- compare the actual length of a city block or mile with that shown on a street map

Time and Chronology Skills Objectives

By the end of Grade 4, the student should be able to perform the following minimal skills:

- state time on the clock to the minute
- identify specific dates of early settlements in Maryland
- identity the duration of the Colonial Period and the Revolutionary Period
- construct a time line of Revolutionary events in Maryland

Reading and Critical Thinking Skills

See Level 4 objectives: *Program of Studies* — Reading and English Language Arts K-8, Reading and Listening.

Library Media Research Skills

See Grade 4 objectives: Instructional Objectives for Information Retrieval and Media Production, 1978, pp. 3-10.

Grade 5
Theme: United States Studies

Overview

The focus of the fifth grade social studies curriculum is early American history. The three units of study carry the students from the period of discovery and exploration through the westward movement prior to the Civil War. The course is designed, in part, to build upon the fourth grade units on Maryland. The primary purpose, however, is to have students learn about the settlement and development of our nation during its first two centuries. Concepts, generalizations, and facts learned in the fifth grade will be further developed in the eighth grade unit on Canada and the United States.

The introductory unit, "Opening a New World," is organized around historical evidence and culture. The Egyptians, Chinese, Vikings, Native Americans, and Europeans are all conjectured as being among the first to explore and/or settle in the Americas. The specific cultures of the West Africans, Native Americans, and Europeans before they came together in the Americas are examined. Emphasis is placed on the distinct cultural characteristics of each group and the wide variety of differences from one group to another. The influences of these distinct cultures upon the development of different colonial settlements are analyzed.

The second unit, "Thirteen Colonies Become a Nation," traces the transition of the thirteen colonies from colonial status through independence. Comparisons are made of the natural environments, social organizations, economic activities, and political participation which influenced the regional differences that developed among the thirteen colonies.

The Revolutionary War period is organized around the concept of authority and focuses on the causes of conflict between England and the colonies. The Declaration of Independence, the Articles of Confederation, the Constitution, and the Bill of Rights are shown as documents that demonstrate the American view of government in terms of the basic principles of democracy which evolved during the colonial period. At the same time, it is recognized that "democracy" included but one segment of American society before being extended to other people.

The last unit focuses on the westward movement of Americans and on frontier life. The movement is viewed in the larger context of 19th century American life. Emphasis is placed on the abundance of land, individualism, economic opportunity, and social forces which influenced the movement. Consideration is given to the forms of government which were established on the frontier and then modified as settlement increased.

The means by which land was acquired by the national government and made available to citizens are examined. Emphasis is placed on the ways in which pioneers adapted to the variety of frontier environments and how the early self-sufficiency of frontier life gave way to larger forms of cooperation. An analysis is made of the attitudes of individualism and equality which existed but which were, however, limited to one segment of American society.

Units

Unit 1. Opening a New World

Upon completion of the unit Opening a New World, the student should be able to:

- describe ways in which people investigate the past
- identify cultural characteristics common to the many Native American peoples
- describe what it was like to live in West Africa before Africans were brought to America
- explain how life in Europe stimulated exploration
- describe the initial settlement of American colonies

Unit 2. Thirteen Colonies Become a Nation

Upon completion of the unit Thirteen Colonies Become a Nation, the student should be able to:

- compare ways of living in the Southern, Middle, and New England colonies
- describe events that led to the Revolutionary War
- describe how the American colonies won their independence from the English government
- identify political effects of the American Revolution upon people living in the United States

Unit 3. Westward Movement

Upon completion of the unit Westward Movement, the student should be able to:

- identify reasons why people migrated west

- identify the ways by which settlers acquired land
- describe how pioneers used their resourcefulness to adapt to the environment
- analyze the relationship between the Westward Movement and improvements in transportation
- describe how the frontier experience created a need for interdependence

Map and Globe Skills Objectives

By the end of Grade 5, the student should be able to perform the following minimal skills:

Location

- locate on a globe the Tropic of Cancer, Tropic of Capricorn, Arctic Circle, and Antarctic Circle in relation to the Equator and the Poles
- locate on a map the Tropic of Cancer, Tropic of Capricorn, Arctic Circle, and Antarctic Circle in relation to the Equator and the Poles
- locate and identify on a United States map each of the fifty states and its capital

Representation

- identify natural regions on a map
- identify cultural regions on a map
- compare the characteristics of natural regions on a map
- compare the characteristics of cultural regions on a map
- demonstrate that different types of maps give different information
- compare historical maps to identify change
- compare locations of a political unit to other political units in that continent

Spatial Relations

- identify the difference between a large scale map and a small scale map
- identify the difference in elevation between two or more locations
- compare different sized maps of the same area
- compare the scales on a large scale map and a small scale map
- identify physical features shown on a map which influence the location of land and water routes

Time and Chronology Skills Objectives

By the end of Grade 5, the student should be able to perform the following minimal skills:

- identify the dates of early colonial settlements in the United States
- construct a time line of U.S. history from the Age of Exploration through the Westward Movement
- plot concurrent events of the New England, Middle, and Southern colonies which resulted in the outbreak of the Revolutionary War
- designate time from colonial period through Westward Movement in terms of generations
- determine time covered from Jamestown to today in terms of years, decades, and centuries
- identify Westward Expansion in concurrence with events of the Revolutionary War

Reading and Critical Thinking Skills

See Level 5 objectives: *Program of Studies* — Reading and English Language Arts K-8, Reading and Listening.

Library Media Research Skills

See Grade 5 objectives: Instructional Objectives for Information Retrieval and Media Production, 1978, pp. 3-10.

Grades 6-8
World Studies

The fourth and fifth grades' emphasis on state and country is expanded in the three-year World Studies sequence at Grades 6-8. Each of the world's cultural areas receives a semester of intensive study through a sequence which is largely historical. The eastern hemisphere is studied before the western hemisphere and early history is studied before contemporary history.

Each unit is organized around the concept of civilization and the five subconcepts of environment, culture, social organization, economy, and technology.

Civilization is the predominant concept developed in this curriculum.

Civilization is defined as a stage of social development involving:

- beliefs and practices which form the basis of culture
- knowledge and skills employed to satisfy the needs and wants of people
- organizations which evolved within the culture
- relationships with people of other cultures

Each civilization is analyzed in terms of:

- the environment — which refers to location, physical features, earth-sun relationships, climate, and natural vegetation
- the cultural characteristics which distinguish one society from another
- social organization, which refers to the evolution of the interaction within and among social groups and of their political philosophies
- economy, which refers to human occupations, the production and distribution of goods and services, and external trade
- technological contributions of the people to the development of their own society

Grade 6
Theme: World Studies
Ancient Mediterranean Civilizations and Africa

Overview

"Ancient Mediterranean Civilizations" is the introductory unit in a three-year World Studies program developed for Grades 6-8. This unit leads the students through the development of civilizations in Egypt, Greece, and Rome and emphasizes those aspects of civilization which influenced the development of western civilization. More specifically, Egyptian society is studied in terms of centralization of power, the stratification of society, and the emergence of distinct cultural characteristics. Greece is studied in terms of the evolution of democratic practices, the political and economic activities of city-states, and those cultural characteristics which formed the basis of western culture. Rome is studied in terms of the development of law-based republican government, the extension of the empire state, and its contributions made to western culture.

Egypt, Greece, and Rome may be taught sequentially or concurrently. The first four instructional objectives and focuses are the same for Egypt, Greece, and Rome.

The unit on Africa is new to the Grade 6 social studies curriculum. Students are presented with an accurate view of selected African cultures, to counter the "Dark Continent" myth and the "Tarzan" syndrome. Students will learn that ideas and developments, art works, resources, and people with great aspirations and abilities have arisen from the countries on the African continent.

The study of Africa is organized into four sections: geography, history, society and culture, and contemporary life. The initial section deals with the geography of the continent. It also examines the location of the continent and its polictical divisions, natural transformations, and the distribution of the population. This geopolitical focus enables students to see how peoples' lives and customs are influenced by the natural environment.

The second section describes the family as the basic unit of social organization. By studying the organization of a family from a selected ethnic group, students can see how the family structure and functions meet the basic needs of its members. Selected case studies enable students to understand how the family perpetuates the culture of a specific ethnic group.

The third section focuses on early African civilizations such as Kush, Songhai, and Azania. These civilizations are analyzed in terms of location, economic activity, and technological development. The historical perspective enables students to see why Europeans of many nations went to Africa, how they gained authority, what resistance they met, and how they exploited countries and peoples to meet their own needs. This section concludes with a look at the independence movements and the transfer of power to the Black African leaders of the new nations.

The final section deals with contemporary Africa and its role and influence in world affairs. Attention is given to nation-building efforts; economic endeavors — primarily agricultural undertakings; and the organization of governments to meet the needs of their people. Studies of selected countries provide students with environmental, technological, and economic background for understanding contemporary Africa.

Units

Unit I. Ancient Mediterranean Civilizations

The following four instructional objectives are the same for Egypt, Greece, and Rome:

Upon completion of the unit Mediterranean Civilizations, the student should be able to:

- describe the characteristics of Mediterranean civilizations
- evaluate the influence of the environment upon the development of civilization
- explain the role of technological change in the development of civilization
- identify important economic concepts related to the development of civilization

Egypt

- describe ways in which power was exercised in this ancient Mediterranean civilization
- trace the development of the distinct characteristics of civilization in Egypt
- identify characteristics of ancient Mediterranean civilizations that are reflected in western civilizations

Greece

- describe the way power was exercised in this Mediterranean civilization

- trace the development of distinct cultural characteristics evidenced in the life of Ancient Greece
- identify characteristics of ancient Mediterranean civilizations that are reflected in western civilizations

Rome

- describe ways in which power was exercised in this ancient Mediterranean civilization
- trace the development of distinct characteristics of civilization in Rome
- identify characteristics of ancient Mediterranean civilizations that are reflected in western civilizations

Unit 2. Africa

Upon completion of the unit Africa, the student should be able to:

- describe the physical, political, and cultural characteristics of the continent of Africa
- describe the social, political, and economic role of families in selected ethnic groups of some African countries
- describe the characteristics of early African civilizations
- trace human developments in African countries from European contact through their independence movements
- describe how African people in selected nations are meeting the challenges facing them today
- examine the concept of global interdependency as it relates to African nations and the rest of the world
- describe how people of African heritage have contributed to the history, culture, and growth of the United States

Map and Globe Skills Objectives

By the end of Grade 6, the student should be able to perform the following minimal skills:

Location

- define parallels of latitude
- define meridians of longitude
- demonstrate that parallels of latitude indicate direction north and south of the Equator
- demonstrate that meridians of longitude indicate direction east and west of the Prime Meridian
- use latitude to indicate distance in degrees from the Equator
- use longitude to indicate distance in degrees from the Prime Meridian
- demonstrate directions from parallels of latitude and meridians of longitude
- use atlas table of contents to locate the most appropriate political map for a given purpose
- use atlas index to locate the most appropriate political map for a given purpose
- locate selected major countries of Africa on a map
- locate selected major cities in ancient Egypt, Greece, and Rome on a map

Representation

- identify abbreviations commonly found on maps
- gather data about natural and cultural conditions on a map
- select the most appropriate map for a given purpose
- compare location of major political units to the United States
- compare location and size of major political units in Africa and ancient Egypt, Greece, and Rome to political units in the United States

Spatial Relations

- identify the direction of river flow in a map
- determine the elevation of land from the flow of a river
- describe the terrain of a specified region, using a physical map
- describe the characteristics of a region, using information from two or more maps of the same area

Time and Chronology Skills Objectives

By the end of Grade 6, the student should be able to perform the following minimal skills:

- identify the duration of the Roman Empire
- identify the duration of the Golden Age of Greece
- identify the duration of the Egyptian Empire
- identify the duration of selected ancient African civilizations
- identify the duration of African colonialism
- identify the duration of African slave trade

- construct a time line of ancient African civilizations
- identify concurrent events in Egyptian, Roman, and Greek history
- determine the difference between B.C. and A.D.

Reading and Critical Thinking Skills

See Level 6 objectives: *Program of Studies* — Reading and English Language Arts K-8, Reading and Listening.

Library Media Research Skills

See Grade 6 objectives: Instructional Objectives for Information Retrieval and Media Production, 1978, pp. 3-10.

Grade 7
Theme: World Studies
Units: Europe, USSR, and Asia

Overview

The seventh grade social studies program is the second part of the three-year sequence in World Studies. The program reinforces and broadens the students' understanding of the concept of civilization developed at sixth grade. Three new areas of study are introduced — Europe, the Soviet Union, and Asia.

The program examines the development of social institutions in each of the three areas of study. One of the marks of a civilization is the degree of refinement it demonstrates in its social institutions. It is suggested that students begin with the study of Europe in order to initiate an analysis of the historical relationships among the peoples and the institutions which have evolved to the present day.

History and geography are interwoven to describe the physical and cultural fragmentation which is characteristic of Europe and which helps to explain its history. Feudalism, Christianity, and nationalism are studied for the impact on Europeans in a pre-industrial world.

The seventh grade program also covers the relationship between people and their environment. Population patterns related to climate and landforms are identified for the purpose of understanding economic, political, and social development. For example, Japan is seen as a nation with geographic and economic limitations; yet the Japanese have overcome these limitations through the development of education, trade, and a strong national spirit. Colonialism is an institution scrutinized as a device which some nations have used to overcome economic and geographic limitations.

The relationships among the peoples of Eurasia is another important part of the seventh grade program. The relationships within each of the three areas are analyzed as well as the effects of interaction among the regions. Students study the European dominance in some parts of Asia to learn the effect on both Asians and Europeans. The Soviet Union's relationships with other nations are studied in light of contemporary world situations. The movement of people towards greater self-determination is illustrated at this grade level as well.

As a result of this unit, students should have a better understanding of other peoples, a strengthened understanding of citizenship, and the background from which they can later analyze social studies topics in the western hemisphere at Grade 8.

Introduction: Eurasia

Upon completion of the introduction, Eurasia, the student should be able to:

- identify the major physical and cultural characteristics of Eurasia

Unit 1. Europe

Upon completion of the unit Europe, the student should be able to:

- indicate how the feudal system contributed to the development of Europe during the Middle Ages
- describe the emergence of nation states in Europe
- describe the effects of the Industrial Revolution on Europe
- identify the advantages that individuals can derive from work (4.1.1.1)*
- describe important changes in Europe since World War II

Unit 2. USSR

Upon completion of the unit USSR, the student should be able to:

- explain the impact of the Russian Revolution on the social, political, and economic structure of the nation
- describe the influence of the communist party on several aspects of Soviet life
- assess the significance of Soviet influence in other parts of the world

Unit 3. Asia

Upon completion of the unit Asia, the student should be able to:

*Project Basic Objective

Middle East

- explain the historical basis of conflicts in the Middle East
- analyze the effects of oil on the Middle East and on the world economy

Indian Subcontinent

- identify the impact of foreign influence on the development of the Indian Subcontinent
- explain the effect of tradition on contemporary situations on the Indian Subcontinent

China

- analyze the historical development of China during the dynastic period
- analyze the historical development of modern China

Japan

- identify the characteristics of early Japanese culture
- describe the effects of rapid industrial growth on modern Japan

Southeast Asia

- explain how the strategic location of Southeast Asia has influenced its history
- describe the different physical and cultural forces that have influenced the development of Australia and New Zealand

Map and Globe Skills Objectives

By the end of Grade 7, the student should be able to perform the following minimal skills:

Location

- locate places on a globe, using degrees of latitude and longitude
- locate places on a map, using degrees of latitude and longitude
- identify the latitude and longitude of a place on a globe
- identify the latitude and longitude of a place on a map
- locate places on a map, using latitude and longitude in minutes and seconds
- use atlas to find the exact location of a city
- locate major countries of Eurasia on a world map

Representation

- identify slope through the use of shading, contour intervals, and hachure lines
- compare regions on special-purpose maps
- compare the relationships between physical factors and the climate of a region
- identify the relationships between the location of specific industries, population, and the natural resources of an area, using special-purpose maps

Spatial Relations

- measure distance between two points on a globe, using a Great Circle
- identify Great Circle Routes on a Polar Projection
- compare distortions on different types of map projections

Time and Chronology Skills Objectives

By the end of Grade 7, the student should be able to perform the following minimal skills:

- determine worldwide time differences (time zones)
- identify the duration of the Industrial Revolution
- identify the duration of the Arab-Israeli conflict
- identify the duration of British colonialism in India
- identify the duration of the Chinese Civil War and revolution
- identify the specific dates of World War I
- identify the specific dates of World War II
- identify the specific dates of the Russian Revolution
- identify the duration of Japanese isolation

- identify concurrent events in World War I and the Russian Revolution
- identify concurrent events in the World War II period
- state time, using a 24-hour clock
- compare the sequence of development of industrialization in Europe, the Soviet Union, and Japan
- compare dates of events leading to revolution in Russia and China
- construct a time line of Indian, Chinese, or Russian history
- compare the duration of the imperial periods of China, Japan, and Russia

Reading and Critical Thinking Skills

See Level 7 objectives: *Program of Studies* — Reading and English Language Arts K-8, Reading and Listening.

Library Media Research Skills

See Grade 7 objectives: Instructional Objectives for Information Retrieval and Media Production, 1978, pp. 3-10.

Grade 8
Theme: World Studies
Units: Pre-Columbian America, Latin America, Native Americans, Canada and the United States

Overview

The eighth grade curriculum is the third part of the three-year sequence in World Studies. The course reinforces and broadens the students' understanding of concepts developed earlier in the sequence and introduces several new concepts. The eighth grade is organized into four units, all of which deal with the western hemisphere.

The introductory unit, "Pre-Columbian America," provides a geographical orientation to the areas where early civilizations developed in the western hemisphere. An analysis of the influence of the physical environment on the development of the Mayan, Incan, and Aztec civilizations is emphasized. Characteristics of Pre-Columbian civilizations are compared with those of early Mediterranean and African civilizations.

The second unit, "Latin America," examines the colonial heritage of Latin Americans, their struggles for independence, and contemporary life in selected countries. The first part of the unit focuses on the effects of colonization on the indigenous populations and the characteristics of the European colonies. The second part of the unit explores the social, economic, and political factors that led to the emergence of independent nations. The last part of the unit deals with contemporary situations in Latin America.

"Native Americans" is a unit designed to introduce the many cultures of North America which existed prior to the arrival of European explorers. Initially, the cultural adaptations to the variety of natural environments in North America are examined. Migration theories, legends of origin, and the evaluation of distinct cultures are studied. The movement of Native Americans throughout North America is traced. Cultural heritage is explored through oral tradition, religion, art forms, and intergroup relationships. The final part of the unit deals with the conflict between Native American groups and European settlers. The influence of Native American cultures is studied in terms of contributions to the American culture.

The final unit in the three-year sequence in World Studies concentrates on Canada and the United States. The unifying theme is technology. Students explore the impact of technology on agricultural and industrial development from both historical and contemporary viewpoints. Much of the unit is organized around regional interdependence. The causes and results of inter/intra-urban growth are examined, with emphasis being given to the technological changes which accelerated the migration of people to urban centers. Challenges facing 20th century United States and Canada are explored in terms of preservation of the culture and environment.

Unit 1. Pre-Columbian America

Upon completion of the unit Pre-Columbian America, the student should be able to:

- describe the characteristics of Pre-Columbian civilizations
- compare the major characteristics of Pre-Columbian, ancient Mediterranean, and ancient African civilizations

Unit 2. Latin America

Upon completion of the unit Latin America, the student should be able to:

- identify the environmental factors that influenced the European settlement of Latin America
- describe the colonization of Latin America
- trace the emergence of Latin American nations
- describe contemporary situations in Latin America, including political crises

Unit 3. Native Americans

Upon completion of the unit Native Americans, the student should be able to:

- compare ways in which Native American groups adapted to their natural environment
- describe how elements of Native American culture reflect their heritage
- explain reasons for the cultural conflict between Native Americans and other groups

Unit 4. Canada and the United States

Upon completion of the unit Canada and the United States, the student should be able to:

- describe the impact made by the various religious, racial, and ethnic groups which settled in Canada and the United States

- identify the factors that influenced settlement of Canada and the United States
- explain how the factors which influenced the regional development of Canada and the United States led to regional interdependence
- assess the effect of technology on urban growth in the 20th century
- identify the challenges facing Canada and the United States today
- identify ways to enter the world of work (4.1.1.9)*
- identify educational opportunities available in selected careers (4.4.1.6)*
- identify the skills, knowledge, and training required for major occupational categories (4.1.1.14)*

Map and Globe Skills Objectives

By the end of Grade 8, the student should be able to perform the following minimal skills:

Location

- use latitude and longitude to find direction on a polar projection
- use latitude and longitude to locate places on a polar projection
- identify the latitude and longitude of a place on a polar projection
- identify the influence of latitude on the natural environment
- locate major countries of the Western Hemisphere on a map
- locate selected major metropolitan areas of the United States on a map

Representation

- identify influences which physical factors have on an area
- infer people's activities or way of living from characteristics found on a variety of maps
- identify how the sequence of human activities and cultural patterns are related to geographic location and accessibility
- identify factors that influence the location of sites and settlements

Spatial Relations

- measure distance in miles and kilometers between two points, using latitude
- identify representative fractional scale
- identify time differences on a globe
- identify time differences on a map
- select the most appropriate map projection for a given purpose
- select the most appropriate large or small scale for a given purpose
- compare the use of verbal, linear, and representative fractional scales

Time and Chronology Skills Objectives

By the end of Grade 8, the student should be able to perform the following minimal skills:

- identify the duration of the Pre-Columbian period
- identify the duration of settlement and occupation of North America prior to European colonization
- identify the duration of the Westward Movement
- identify the specific dates of the end of the Western Frontier
- compare the dates of colonial periods in Latin America, Canada, and the U.S.
- compare the dates of major wars of independence in Latin America and U.S.
- prepare a time line of the major events of the Latin American revolutions
- construct a time line comparing major events in Ancient Egypt, Greece, and Rome and the Incan, Mayan, and Aztec civilizations
- trace the sequence of urban development in the U.S. and Canada
- Construct a time line of the American Civil Rights movement

Reading and Critical Thinking Skills

See Level 8 objectives: *Program of Studies* — Reading and English Language Arts K-8, Reading and Listening.

Library Media Research Skills

See Grade 8 objectives: Instructional Objectives for Information Retrieval and Media Production, 1978, pp. 3-10.

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*Project Basic Objective